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ABSTRACT

The problems involved in establishing a formal library instruction program for undergraduates on the University of California's nine campuses are discussed. The following changes are suggested: (1) The library should be recognized as an academic department in its own right, responsible for initiating and conducting courses taught by librarians using their own academic titles, and subject to normal academic review, (2) the library budget should be examined and revised to identify and provide for such courses. There is a brief description of the kinds of library instruction available at present on each campus. (NR)

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LIBRARY INSTRUCTION AT THE UNIVERSITY OF CALIFORNIA

FORMAL COURSES

Beverly M. Tay

The University of California provides a wide range of library instruction. The variety of orientation programs, tours, self-paced workbooks and lectures to individual classes at the instructor's request would provide data for a full and separate report.

During the past few years, however, there has been more and more involvement in the process now familiar to many academic libraries, that of recognizing and defining the need for systematic and formal courses of library instruction for the undergraduates--variously described as methods of bibliographic research, use of the library, and research methods. This should not obscure the fact that our graduate students are also in desperate need of such help, and efforts to remedy this instructional deficit have been sporadic and uncertain. But more systemwide concern has tended to focus on improving undergraduate instruction, as librarians have become more active and articulate in this area.

The impetus for these courses comes from a number of sources. The growing complexities of collections and changing use patterns are well-documented in other places. There has also been a dawning awareness that too many students are able to attend college and even graduate without knowing or caring the first thing about the Library, and therefore, without ever having participated in any real scholarly activity worthy of the name. This failure on the librarians' part cuts two ways. The Library fails to help students appreciate scholarship and its tools while they are in college, and students fail to have an awareness and appreciation of these elements when educational budgets are widely and popularly criticized in the political arena. Librarians have been failing to build a large clientele of supporters for higher education

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who understand through first-hand experience some of its higher pleasures. Perhaps this has helped to revitalize our service impulses.

At any rate, the University now has a number of such courses, and this activity is appropriate for a number of reasons. The courses serve the major goal of imparting the skills for continuing self-education on the part of the student.[1] They serve to bring the library into the role of a more active participant in the instructional process.[2] Classes are, after all, the principal effort of most academic institutions, students are accustomed to learning in this way, and courses provide a structure and sequence for the learning activity that differs from reference help. Formal recognition through academic credit strengthens the relationship between this and other forms of instruction. Classes also provide an effective way for covering a lot of material for a lot of people, students we cannot reach in any other way.

The establishment of such courses at the University of California has not been an easy thing. The University is composed of nine campuses, dominated by the two giants UC Berkeley and UCLA, with three large-sized campuses, UC Davis, UC San Diego, and UC Santa Barbara. Four smaller institutions, UC Irvine, UC Riverside, UC San Francisco, and UC Santa Cruz complement their larger sisters with various areas of excellence and specializations of their own. Systemwide administration is centered in Berkeley, where broad program planning and budgets are coordinated. Curricular matters, however, and the approval of courses are generally within the domain of the Academic Senate on each

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[1] This objective was stressed in Chapter 4, Forces for Change, of the Report and Recommendation of the Carnegie Commission on Higher Education entitled Reform on Campus. (New York: McGraw-Hill, 1972). "A problem thus arises over what an educated person can and should know about society and self, and how best to make this knowledge available. The teaching of of existing knowledge becomes comparatively less essential to the task of higher education, and the imparting of skills for continuing self-education comparatively more, particularly in independent study and through the library." pp. 23-24

[2] Ibid., Recommendation 5. The library as a learning center. p. 50 .

campus. These are governing bodies from which librarians, to the detriment of the educational process, are excluded, by definition. Librarians are designated specifically as non-Senate academics. The single exception to this is that on each campus the University Librarian is a member of the Academic Senate. What methods, then, have librarians used to gain approval for the courses now being offered? Several paths have been followed.

A major step was taken at Berkeley several years ago, with the creation of Bibliography I, a course which has received wide attention and has attracted thousands of students. Originated as an Educational Opportunities Program, it soon became obvious that it was not only those who come from backgrounds identified as underprivileged who had inadequate library skills. The course became and has remained very popular. The Library School is its sponsor and the three units of credit come through that recognized academic department. Librarians from the UC Berkeley Library who teach the course are given the temporary title of part-time lecturer during the period they teach.

Within the University of California only certain academic titles enable one to function as an "officer of instruction." The regular professorial series, instructor, assistant professor, associate professor, and professor all are designated as officers of instruction, and are therefore able to "teach." Lecturer is used for temporary or non-career appointees who also are able to teach. (There is also a lower designation usually reserved for teaching assistants called "Associates." Some librarians get this title.) The assignment of the temporary title of Lecturer or Associate is like a laying on of hands that endows the librarian (temporarily) with the necessary

qualities to face a class. To be precise, the full title of these appointments is "Lecturer - without stipend." Released time is given to offset the extra duty.

The fact that only three librarians from the UC Berkeley Libraries are teaching at the present time possibly reflects the difficulty with the so-called released time, for it is on a catch-as-catch-can basis for many librarians, and those who have taught in years past have experienced difficulty in keeping up with their own jobs and contributing the teaching as an added responsibility for which no extra remuneration is given. (This apparently extends also to performance reviews and merit awards, because librarians at UC Berkeley are somewhat uncertain how highly teaching Bibliography I is valued in terms of their over-all performance). The School of Librarianship does reimburse the University Libraries for professional time devoted to the courses, but library administrators have not invariably used the funds to hire additional substitute librarians, so teachers come back to desks piled high with accumulated work.

The strength of the program lies in its high enrollment and evident popularity. It seems inescapable that the course is filling a very important need and should become a permanent and regular part of the Library's and the librarians' planning and programming.

UCLA, the other giant, will begin a series of courses called "Information Resources and Libraries" in the winter quarter, 1976. This is to be a strongly academic course, for four units of credit. Faculty will consist of lecturers already members of the Graduate School of Library and Information Science, which is offering the course, and librarians from the General Library who will carry the designation Librarian-Teachers. Only the Library School faculty will be able to grade students work. Librarian-Teachers, not being

possessed of titles that qualify them to act as "officers of instruction" will not be permitted to do any grading.

Since UC Berkeley and UCLA are able to conduct these courses through the library schools, they cannot be assigned their usual leadership roles in designing prototypes for other campuses, since they are the only two campuses which have library schools in the University of California system. This leaves the other seven campuses with the difficult job of finding an academic home for their courses. The Academic Senate is responsible for approval of courses. Library schools are academic departments. Libraries are not. With persistence and ingenuity, however, this problem has been addressed.

UC San Diego has a two unit course in an interdisciplinary sequence called Contemporary Issues. Librarians who have been teaching this very successful library instruction course can apparently look forward to a prolonged use of the accomodating "lecturer without stipend" designation. Their Academic Senate's Committee on Educational Policy has recently approved the course for an indefinite period.

UC Davis has a newly instituted three-unit course sponsored by the English Department, taught by librarians who are designated "lecturers without stipend" in the Department of English.

UC Santa Barbara has a two-unit course in the campus's Interdisciplinary Studies Program. Librarians who teach this have no special titles, but the Director of Libraries must sign their grade sheets because he is the only librarian who is a member of the Academic Senate and therefore "qualified." Other librarians at UC Santa Barbara serve as lecturers without stipend in the

departments of Chemistry, Music and Political Science, for which they give subject Libliography courses.

At UC San Francisco a librarian gives a two-unit course for the Department of the History of Health Sciences called "Introduction to the History and Bibliography of the Health Sciences."

UC Riverside librarians provide lectures on demand-request from the faculty in the bibliography of various subject fields. Requests have quadrupled in the past year. One librarian conducts a four-unit course for the music department, with a temporary title of Associate-without stipend.

UC Santa Cruz is giving a new series of seminars in Social Science, Humanities and Science. These are not given for credit, but the librarians are involved in discussions with their Academic Senate's Committee on Educational Policies with credit courses in view.

UC Irvine is in its third quarter of a two-unit research methods course called Biblio-Strategy, sponsored by the Humanities Department. The librarians were recently granted an extension of the Humanities Department approval to continue the course.

The interviews and negotiations necessary to bring about the courses were not always pleasant. The qualifications of librarians to teach is always subtly (and sometimes not so subtly) questioned. The academic content of the courses is apt to be challenged, and the courses dismissed as remedial or "skill" courses.

Thus, the librarians in the University of California system have been hobbled in their efforts to bring solid programs of library instruction to the students. Another handicap is the budgetary framework, which does not recognize this kind of teaching function. UC library budgets identify book

funds and processing funds and a general public service category called Reference-Circulation. It is difficult to find a reference or circulation department which believes it is overstaffed and should give some positions to a teaching department. To set up new programs from existing resources in days of steady state or dwindling budgets is very hard to do. For all practical purposes, any new program comes out of someone's already bdugeted resources, and this is never a popular place to start looking for support. The University Administration's attitude has tended to be that such efforts must come out of existing resources, perhaps in lieu of something else with a "lower priority," but no one has been able to establish what should or could be placed on a lower priority.

In addition, the effort to have courses academically recognized as valuable and scholarly is made under duress. Dialogue is conducted with members of a club, the Academic Senate, to which librarians do not belong. The easy dismissal of such courses by faculty as remedial is an interesting phenomenon, inasmuch as faculty members themselves are frequently less adept at using libraries than they believe themselves to be, and justifying the need for a kind of instruction that many of them have never had can be very sensitive.

So lack of a permanent and recognized academic home and lack of firm budgetary support are major problems, as yet totally unsolved. Birth has been given to a number of courses, and they now exist, but the enterprise is still a shaky one. To insure a healthy development and a long life, the following changes must be effected:

1. The libraries should be recognized as academic departments in their own right, rewponsible for initiating and conducting courses taught by librarians using their own academic titles, and subject to normal academic review. How absurd it is for an Associate Librarian or full Librarian in the University of California to have to be designated as "lecturer-without stipend"in another department because the academic titles assigned to the librarian series are not recognized as officers of instruction. Those librarians that have Academic Senate membership, the Directors, can carry this issue forward. Coordination and help at the statewide level must also be sought.
2. Library budget formats should be examined and revised to identify and provide for such courses. The amount of professional time now invested in classroom teaching is considerable, but it is concealed in other budgetary items. With a clearer budget framework, the full-time equivalent of students taking library instruction courses would be a component in the building of library budgets, and would generate additional positions based on enrollment. This would be consonant with budgeting procedures for other academic departments and would provide some stability for the courses. It is possible that this would require no more than the addition of another line item in library budgets.

The courses exist. Now we must strengthen them and insure their survival by legitimizing both our crediting processes and the budgetary bases on which they depend.